**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Perimeter  scale |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Have students do spiral review 16-3 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Review perimeter and scale. Have partner #1 tell partner #2 what the definition of perimeter is. Have partner #2 tell partner #1 what scale is. 2. Students will write in their own words definitions of perimeter and scale and give an example of each. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  1. Give each pair of students 14 toothpicks. Each toothpick is 1 unit. Work in partners to  create a shape that has a perimeter of 14. Then record the shape and its perimeter on  your graph paper.  2. Using the toothpicks, work together to create a different shape with the perimeter of 14.  Record your results on the graph paper. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Using the document camera/overhead draw a shape and have the students figure out the perimeter. Then in partners, they need to create a different shape with the same perimeter. Record the results on the graph paper. Then partners will share their shape with the class. Do multiple rounds as time allows. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Students will do problems 5, 6, and 7 on the independent practice on page 372. They will need to draw 2 shapes for each given perimeter. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| At the end of the lesson give the quick check to see students’ understanding of the concept. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Have students complete Center Activity 16-3 in partners. | |
| **HOMEWORK** | |
| Send home re-teaching 16-3 as homework. | |